

*Skills and Interests*

# CHILD STUDY

JUNE, 1930

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## Not Bread Alone

ARTHUR POUND

## Handicrafts and Hobbies

WALTER A. DE SAGER

## Interests and Skills at School

GERTRUDE HILDRETH

## Leisure and the Future of America

JOY ELMER MORGAN

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# Child Study

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## Not Bread Alone

ARTHUR POUND

*"Man shall not live by bread alone" has taken on added meaning in a world with leisure to command.*

NINE years ago in an *Atlantic Monthly* essay entitled "Education for Leisure," I noted the tendency of mass production and automatic operations to force leisure upon the masses. This thesis, first suggested by E. F. Lloyd, has been abundantly proved in the meantime by the progressive shortening of working hours and, in a more recent depression resulting from market gluts, by acute unemployment. Indeed, even while politicians were shouting prosperity and the superficial evidences of prosperity were being joyfully celebrated by presidents and pressmen alike, men were being laid off in many avenues of toil. The 1930 census cannot fail to show actual decreases in the numbers of men employed in the basic industries of farming, manufacturing, rail transportation and mining.

No doubt valid arguments can be put forth that "technological unemployment" due to increased efficiency is but temporary, and that the driving force of which that efficiency is a part soon corrects the economic distortion. I shall not argue that issue in this article. The point I make here is simply this: under the existing industrial system, which is not likely to be changed radically in our time, unemployment is always with us somewhat and occasionally rises to a point where it becomes news, just as a chronic low fever may rise when the patient's normal resistance weakens. And with that goes a fact so evident that it is usually overlooked; an unemployed man is, for the time being, more or less a man of leisure. He is fully a man of leisure if he is merely waiting, fortified by a savings bank account and the promise of his foreman that the job will open up again "a little later on." He is less a man of leisure if he is "flat broke" and hunting for work. Nevertheless, as one casts a long

look forward, it is evident that the last named miserable state of man is but a passing phase. In a democracy, or even in an intelligent plutocracy, out-of-work insurance eventually must come into being to mitigate the distresses of unemployment which result, inevitably, from the unsettlements of technical progress.

It is evident, then, that the rank and file of today's children will have more leisure than their parents, just as their parents have more leisure than their grandparents. In continuous industrial processes, with plenty of men available and no high skill barriers preventing their being interchanged on the job, the Saturday half-holiday becomes, as Henry Ford truly says, a nuisance. Might as well give Tom the full day off, slip Dick into his place, and keep the plant going full speed. By sound planning every man in the plant can have two days off a week, and every so often the extra day will fall, for each man, on a Saturday joined with Sunday for the usual week-end jaunt. Also the vacation of two weeks with pay is fast gaining ground; in office work it has long been standard but has recently crept into factory work and even into domestic service. In good times as in bad, therefore, the child of the future will probably be free of the usual, wage-paying task for almost two-thirds of his waking hours, perhaps more.

Nothing like this extent of leisure has ever been enjoyed by the masses at any period in the world's history. It becomes possible now only because of the triumphs of study, thought and experiment applied on a large scale to intensely practical affairs. Yet it is equally true that, unless constructive use is made of this increased leisure, the gain in human welfare is more apparent than real. Just as prosperity is the one foe which no nation in history has been able to defeat, so

leisure is a boon which may easily prove a curse unless one knows what to do with it. If leisured masses continue to use their leisure hours merely for mass recreation, for viewing the combats of professional gladiators and screen dramas, and choking the streets with crowds whenever a much tooted nonentity comes to town, or for reading the "funnies," the pornographic magazines and "action fiction" of the Western and detective types, then obviously they might as well, perhaps better, be at work at the old grind.

For that matter, even the well-to-do find leisure difficult to use productively; in this country only odd and unusual persons get much out of it. In general, only a genius here and there has been able to use leisure altogether well. He does it by alternating periods of reflection with periods of driving toil, in which his concentration is so intense that he marks not the passing of the hours, yet is almost unconscious of the ordinary fatigues of toil. In one way or another, this person has achieved what I conceive to be the end result of education—the ability to live the abundant life by oneself, whether in riches or comparative poverty, without accepting crowd judgments or clique controls. He who does that preserves unconquered his immortal soul, no matter who bosses his working hours.

#### INDIVIDUALITY AT PLAY

There is small use raving against standardization; but the object of education in a standardized age should not be merely to smooth down the rough edges of individuals into polished cooperators. If individuality in toil is past for a considerable percentage of the working population, all the more need to train the child so that his personality can flower in his growing leisure. He who dots-and-carries-one eight hours a day is likely to become so expert in the dotting and carrying process that his conscious attention cannot be fixed thereto. All the more important, then, for his mind to be full of pleasant memories of what he did in his off hours yesterday and hopeful plans of what he intends to do in his off hours tomorrow.

My "Iron Man" papers, I hope and have some reason to believe, helped to shunt aside a trend toward vocational education and stimulate the teaching of the rudiments of the fine arts in the public schools. In "repeat" industries—and when one is thinking in terms of social significance the other sort daily become less and less important—the common tasks can be taught better in the factory than outside, though due allowance must be made for providing adapters and initiators of wider training and experience. Clearly the need in schools is not to teach the masses how to run lathes and punch presses, but to teach them how to run their lives so that continued lathe running and press punching will not plunge them into a nervous

craving which purchased thrills alone satisfy. Teaching future shop hands to draw and paint may produce, occasionally, a "sport" genius like Rousseau; but the effort requires, in my mind, no such proof of prowess. It is enough if early instruction in the fine arts merely increases in the many that delight which is the soul of art, both in audience and artist; if it elevates an army of appreciators of beauty for its own sake; if it stirs one in a hundred to putter joyfully over clay or canvas, or tootle Grieg on the cornet. The education of the vast "unseen audience" in one art goes on apace over the radio; giving that audience more discriminating standards in music has become of practical importance, and what goes for the ear only today will soon be for the eye also through television.

In this brief exposition I can hardly expand a theory on "economic types"; but it is pertinent to record an opinion that the average man, who is the human keystone of modern industry, seeks security rather than the opportunity to satisfy a burning ambition. He is the modern replica of the steady going serf whose contentment under his boss maintained feudalism for centuries; in part, no doubt, he is that serf's blood descendant, and none the worse for it. A society composed entirely of leaders, speculators and geniuses would be Bedlam; durability depends, in the last analysis, on the preponderance of those who consider they have succeeded in life when they burn the mortgage on a modest home. The state falls back on this man in every emergency and should respect him; yet it has done badly by him and his kind in teaching so vigorously through the public schools the worship of success on a scale quite beyond his powers. It is pleasant to note now the effort being put forth by the public schools to give this patient, common man something he can use without vain repining, something which cannot by any mischance do aught but grace and ennoble his existence. A competent system of adult education to carry on the work after mere aptitudes have become settled traits is, of course, an essential follow-up.

#### CULTURE—WHAT IS IT AND FOR WHOM?

The aim of all this, obviously, is to make whole those human beings who are somehow thwarted in their daily toil by setting them on the trails of engrossing interests—in a word, hobbies. The more hobbies a "repeat" worker can ride after working hours the better for him and for society. Sports and games will serve for many, especially in the early years of adulthood. Some men will always solace themselves with tools and growing things, and others, as H. G. Wells suggests, will play profitably with the sciences. However, taking into account the whole span of life, what can improve upon that galaxy of inspirations



which are grouped under the single word—Culture? The more favored classes, historically, have needed, accepted and supported culture as the crown of life, as the best means of celebrating one's independence from toil-for-pay. The masses, now that leisure is more and more coming their way, have exactly the same need, for exactly the same reason.

*Punch* printed some years ago a cartoon in which the wife of a well paid munitions worker turned boastfully upon a representative of the tax-burdened

gentility in a shop, with a triumphant, "Us is you now." Of course, "us" can never be really "you" until "us" become equally cultured; but when the "us" and "you" of the story are equal in leisure, then upon statesmen, teachers and parents rests a paramount duty to prepare all children, as well as may be, to make the best possible use of leisure, which means in the long run the cultivation of the arts and those interests and aspects of knowledge hitherto associated chiefly with wealth.

## Handicrafts and Hobbies

WALTER A. DE SAGER

*Practicing ancient skills makes a special appeal in the machine age.*

IN FURNISHING, as well as in building, their homes the colonists in America were exclusively utilitarian; for there were only a very few craftsmen among them. The protection of a guild insured the English artisan plenty of work and a good income at home. He therefore had not the same temptation to migrate as the yeomen and laborers. When the craftsman did come over, it was not easy to persuade him to continue to work for others, since an abundance of cheap land offered constant inducement to work for himself. As a result the Colonial government vainly tried to limit his wage by law.

Much of the early building did not know the hand of the professional carpenter. The early colonist built his own dwelling with the cooperation of his neighbors. In furnishing their houses the colonists were also at first thrown almost entirely upon their own resources. The wealthier continued to import their choice possessions, but the poorer ones, who formed the large majority, brought the indispensable utensils and tools, and relied for other objects upon what their ingenuity could devise.

Today we are living in a complex world in which—due to a tremendous increase of population, modern machine devices, shorter hours of labor and great wealth—our point of view has completely changed from that of the Colonial times. But what has all this actually contributed to the welfare of the average citizen? Is he better off than his Colonial predecessor, who, though jack of all trades and master of none, had the satisfaction of creating objects for his own use, and took pride in these fruits of his own handiwork?

Ray Lyman Wilbur, Secretary of the Interior, recently said, addressing the National Education Association convention: "Since we are human, to

us the developed personality of man must ever be more important than machine efficiency. We must be alert, or, as we know more of nutrition and human management and surround ourselves more with iron and concrete instead of trees, flowers and open spaces, we may become menagerie animals."

Under the auspices of the National Council of the Y. M. C. A., the writer has gone not only into almost every important city but also into every town and county, and has been in close contact with all sorts of schools, social agencies and homes. Out of this has come the conviction that one of the most vital and serious problems which confronts us at the present time is diametrically opposite to the traditional problem of the American frontier. Where the "settler" was concerned over the means to satisfy his wants and the time to do his vital tasks, the man of today fills his wants with "ready made" goods and has more time than he knows what to do with.

Take the average young married people of today. Instead of building a log cabin they are quite often confined to a one- or two-room apartment. Even if they rent it unfurnished very little attention is paid to the furnishing and we find that manufacturers of the so-called "five-piece living room sets" are maintaining a prosperous business. What wonder that these influences carry over into life—that they read the same best sellers and the same tabloids, they attend the same movies, dance to the same jazz and wear the same clothing?

Dr. John W. Cooper, U. S. Commissioner of Education, said recently that the most effective means of stopping such standardization is through teaching children to make the best use of their leisure time. The



man employed at a machine-making operation each day should know how to express himself in his leisure by following out his hobby.

Long custom has led to the belief that a specialization of talents is essential to the expression of artistic or scientific interests. If a child is gifted with talent as a painter, people generally have believed that he is less capable of appreciating music. If another child is born with poetic instincts, then he is supposed to have no further understanding for graphic art, handicraft or even science. The idea was that the different talents lie side by side in water-tight compartments, strictly separated from each other, that fate leaves it to the whims of a fickle minded nature to direct the energy currents of life, either through one particular channel or another.

This apparently has its origin in a fundamental error. Art, music and science are not the outcome of one-sided development of any particular or specific talent, but of an artistic or scientific attitude toward life. We do not have strictly defined types such as sculptors, painters, craftsmen, composers, poets, scientists; but instead, artistic or scientific people; people who feel the need to translate their reactions to life into permanent form, be it in tone, word, color or invention, and people who cannot understand this impulse, although they would now and then gladly hang up a picture on the wall, go to a good concert or theater, or read a good book.

The tendencies of the present are directed toward specialization to such an extent that some have attempted to produce absolutely new types of art based on strictly isolated impressions, striking out every influence from other forms of expression or impression. The painter attempts to eliminate nature, the realist, from his picture, to exclude the impressions he receives from landscapes, human beings and flowers, in order to enable mechanical effects of color, line and material to interpret his impressions.

#### TOWARD MANY SIDED UNITY

In the end, this tendency to one-sidedness will certainly have its reaction and we shall begin to swing back toward more unified entirety. Overtension, which must necessarily arise from overspecialization in various fields, will snap, and homogeneity and unity of life will be reinstated as the ultimate ideal.

There are unlimited possibilities in the projects and in the variety of hobbies in which children are or could be interested. Some have the urge to make baskets, which is one of the oldest of handicrafts. Others are interested in the making of batik, inlay, marionettes, masks, or in printing, weaving or wood carving. But these are only a few of the useful handicrafts in which a boy or girl might with joy develop his skill and in-

terest. Practically every boy would rather build his own boat than have his parents buy one; this is especially true of boys from well-to-do families; when the economic incentive is not strong, such a stimulus to the practical use of leisure may well be of lifelong influence.

But there are also plenty of activities for children whose participation in hobbies is restricted by the question of expense. With very little outlay a child can be taught to work in leather and make beautiful bill-folds, key cases, hand purses or various attractive belts. Expert craftsmen in metal, iron, pottery, wood and textiles have shown how to adapt these ancient materials and techniques to modern uses; with all our manufactured goods we are again discovering that it is easy to make beautiful and useful articles to suit any home. Skill — and the satisfaction of utilizing it — broadens the lives and the horizons of all children, increases their joy in living, gives them confidence and courage for the future.

#### THE CHILD'S WORLD AND ART

The attitude of a child toward art and science differs fundamentally from that of an adult. In order to understand the scope of a child's artistic or scientific expression, it is necessary to make a study of its whole manner of expression. For instance, in order to educate a child in art, it is necessary to begin with those forms which are comprehensive to the child as a means of indicating his own feeling. It is not a question of having the child work "correctly" as an adult sees it, but of finding a way to express the inner experiences of a child. And this expression of feeling is most marked in the child's passion for drawing, painting and handicraft; for with an inimitable simplicity and rich fantasy, every line and every blotch of color disclose an unhindered joy in creation and an unconsciously creative power of expression.

This changes completely as the child develops into an adult. Instead of this life fantasy he now has a lively craving for reality. This interest is directed especially toward achievements in the world of technique. Here conscious education in art begins. The foundation for an understanding starts with the realization that the form which is in accordance with the technical demands is also the best from an esthetic standpoint. Just this fact is very important, for the ultimate purpose of general education in art cannot consist merely in the training of practical draughtsmen who can draw correctly, but rather in the training of boys and girls who are sensitive to esthetic effects.

The starting point for such training is the present, which he comprehends and in which he lives. It is only gradually that an interest is awakened for past time. The child begins to see that ideas on arts and crafts were not at all times the same, that the same



motive is reproduced and treated differently by various artists and craftsmen, and at different periods. This ability to understand art as an expression of a period develops an understanding for the inner value and the creative quality of great works of art or music. Thus the youth attains a feeling for the inner forces of a period, of a people, of a world.

All agencies working with boys and girls have been obliged to secure guidance in these interests wherever they could — mainly through individual efforts and local experiences. But there has never been anything authoritative, interesting and practical which the boy of modest means could afford or which might be helpful to the family in interesting children in constructive activity. To remedy the circumstances, the Junior Institute of Arts and Sciences, Inc., conceived by leaders in organized youth work, was founded to make knowledge and techniques based on the arts and sciences available as hobbies for boys and girls. The plan of the Institute involves incentive and hobby rather than monotony and task.

The objectives of the Junior Institute are to foster constructive hobbies by providing continuing incentive and direction, and to foster vocational experience through work in the arts and sciences.

The Junior Institute will function as a service to and for young people through established boys' and girls' work organizations. It will act as a research bureau and reference center for information desired by workers and leaders of young people. It will have as consultants experts in the various subjects. It will

offer and supply at a minimum expense authoritative information of a character and scope which it would be impossible for the usual group leader or family to procure.

The American school system has the distinction of being the first to attempt to give the masses a general education. But in this attempt it has sacrificed the individual. In its tyranny of the mass over the individual, it doles out "information" instead of "knowledge" — a natural result of catering to the masses instead of to the individual. There is today, however, a widespread attempt to remedy this defect by restoring the individual to his preeminence. This must not be misunderstood or exaggerated; for the majority are not and do not want to be individuals if it means that they must think for themselves. But aiming at individualism for the masses, the "new education" movement may for the first time set free those who do want to think for themselves. If the masses can be educated without swamping the individual, then indeed America will have achieved something which no other country has even attempted.

Not long ago President Hoover so admirably made the following statement, speaking on the boy problem: "The problem that we are considering here is not primarily a system of health or education or morals. It is what to do with him in his leisure time that will, of course, contribute to his health and his education and his morals, but in the main will direct his interests to constructive joy instead of destructive glee and will yield him constructive joy for the balance of his life."

## Interests and Skills at School

GERTRUDE HILDRETH

*What a child likes has a place in determining what he shall study.*

FOR two centuries the pendulum of educational theory and practice has swung back and forth between pupil freedom and pupil control. The doctrine of freedom expressed in most radical terms has insured the child almost unlimited opportunity for the expression of his interests. Equally radical doctrines of pupil control have stressed formal drill almost to the point of complete exclusion of pupil initiative and self-expression. Fortunately few schools have in the past adhered to an extreme position, and the newer progressive and experimental schools of the present day have definitely aimed to harmonize the two points of view. Part of the former difficulty of the problem has been removed through recognition of interest as a factor in learning, through increased knowledge of the

laws of efficient learning, through a re-evaluation of the child's need for skills and through new methods of teaching skills.

The outstanding characteristic of interest is its dynamic quality. Children do not display interest without reference to some object or purpose. Interest is centered in an activity and displayed with enthusiasm, alertness, excitement or complete absorption in the task. The regular scheme of life is disregarded, meal-time and bedtime are forgotten, and the pleadings of parents or teachers are unheeded. By some teachers and parents this behavior may be considered disobedience, by others it is recognized as the impetus to worth while achievement. Jack in the primary grades becomes so enthusiastic that he forgets to get ready for



lunch, for outdoor play or for any other interrupting activity. It is fortunate that he has an understanding teacher who encourages these interests and, in so far as possible, adjusts the program to allow for them, maintaining at the same time sufficient regularity to provide for necessary habit training.

#### SPONTANEOUS RESPONSE

The best way to determine what children are naturally interested in is through observing their activities during free play. In younger children these activities include imaginative play, dramatization, caring for pets, playing with dolls and transportation toys, looking at pictures and picture books, story telling, making things, physical movement and games involving extensive bodily activity, rhythm, song and dance, manipulating materials—clay, water, sand—drawing, painting and modeling, block building. Interests are more largely individual than social. The children may be active with the group, but pupils of kindergarten age are more conscious of themselves as individuals than as members of a group.

Older children show similar interests on a more mature level in group games involving bodily activity, making things, cooking, sewing, dramatization, collecting, story writing, poetry, reading, intellectual games, traveling, camping, music and art, caring for pets, giving and going to parties, club activities of all kinds, nature study and even the study of school subjects. Many of these are purely acquired interests.

Both in school and home the activities most interesting to children are those which are physically and mentally satisfying and challenging, which lead on from the stage of progress the child has already reached and are suited to the child's maturity. Individual differences in children are shown in number and variety of interests, duration, direction and strength of interest. There are sex differences in interests, differences in ages at which universal interests appear, in the ease with which interests can be aroused, and in varieties of interests displayed by pupils of differing ability. Not all children are interested in the same thing at the same time.

Interest is the oil that lubricates the learning machinery. Learning best takes place under the white heat of interest. Nothing is more deadly to the child than drill unrelated to purpose and devoid of attraction. Any amount of time and effort will be spent by a child in learning a task or skill motivated by fundamental interests. The zeal of the young aspirant to tennis championships, batting his ball endlessly against a stone wall, is a typical illustration. In school a group of children will work steadily day after day for the success of a play or an exhibit.

Activities formerly distasteful become satisfying and interesting through association with things that were originally interesting. This is true of most of the interests adults have acquired. One child showed little fondness for arithmetic, but much enthusiasm for music. He acquired a taste for arithmetic through figuring out orders for musical instruments in the mail order catalogue.

Interest flags when insurmountable difficulties are encountered. This fact is daily illustrated in the classroom in the cases of children who do not learn as quickly as others or who for some reason or other have been unsuccessful in the accomplishment of their aims. Talent and interest are closely associated. However, to be interesting a thing must not be too easy. It must be challenging.

Interests of others are readily absorbed by the child. Boys and girls worship their heroes and quickly find that they have interests in common. The younger the child, apparently, the more readily he absorbs interests of others. This fact has enormous possibilities of educational value. Bill was exposed to an interesting course in applied science under a stimulating instructor. It took him very little time to become completely absorbed in radio, and the interest carried him far beyond mere construction to the mastery of a code and the instruction of his family in the use of it. The by-products of this interest, caught from a stimulating classroom environment, were enormously significant for the boy's future.

#### PUPIL INTERESTS IN THE SCHOOL PROGRAM

The attitude of the newer schools toward freedom and self-expression on the part of the child is often misinterpreted. It does not mean allowing the child to follow out his own interests to the complete exclusion of all other activities. It does not mean "playing" all of the time, though the casual onlooker may think so. The best progressive policy recognizes the need both of providing for pupil interests in the school program and also of developing desirable interests when they are lacking.

The proper expression of interest requires space, freedom of body and freedom from routine, as anyone who has ever had a passion for stage design or sculpture well knows. This fact has important implications for classroom procedure. Opportunities for the expression of pupil interests are offered in the Lincoln School and other progressive schools through creative work periods and free activity periods, through opportunity for creative music, through individual contributions to units of work chosen so as to provide a group of children opportunity to make contributions on their interest levels, through excursions, dramatization,



student activities and wide latitude in fulfilling subject requirements. On the elementary school level, making a play city affords an excellent opportunity for all children to contribute in the direction of pupil's individual interests, yet it provides for the harmonizing of interests, and at the same time furnishes a wide background of experience. In the high school, creative literature offers equally good opportunities for certain types of interests.

#### STRIKING A BALANCE BETWEEN NEEDS AND DESIRES

How far should pupil interests guide the curriculum and how far should pupils be directed by interests of teachers or their recognition of pupil needs? This much debated question has various answers depending on the philosophy of the particular school. The welfare of the child must be safeguarded, and the point at which teacher interests will take precedence over pupil interests depends upon possibilities afforded the child for future growth, for social and emotional development, and for the development of creative tendencies. Uncontrolled freedom in the classroom is disastrous. What the child likes is not invariably best for him.

What does the teacher do if all of the pupils do not show interest in the central activity in which she seeks to interest them? She provides opportunity for individual achievement and contribution within the activity or chooses the activity in which the largest number show interest. At the beginning of the year, interests shown by different pupils in one classroom are apt to be very diverse. It is astonishing to see the harmonization of interest with individuality still retained which is evident after a longer or shorter period of time.

The school is interested in creating many sided interests, and in the development of increasingly mature interests. One child became interested in a series of books in his home which, although harmless in themselves, were all of a uniformly infantile level. His progress to more mature reading was very seriously delayed. The school strives to place before the children materials that will engage their interests, but at the same time insure satisfactory growth.

If the teacher has a good personality and is in rapport with the child from the outset, almost anything can be made interesting. The major task is to arrange a program of activities that will insure pupil development in initiative, originality, knowledge, habits and skills.

#### HOME INFLUENCE AND PUPIL INTEREST

Cooperation of home with school in the development of interests facilitates child development. One child who had failed to show any worth while interests for

a considerable time after his admission to school suddenly became interested, with a little guidance from the teacher, in a large and rather ponderous book on a scientific topic. Glowing with excitement he carried the book home in the evening only to be met with the mother's suggestion that the book was far too difficult for him to read. The spark of interest went out never to return and the child's whole attitude from that time on was one of complete distaste in any school activities. More enlightened parents make every effort to acquaint themselves with school procedures and programs, their child's interests and their achievements, so that they might arrange the home program to harmonize with that of the school.

Parents and teachers are frequently worried when the child fails to show the particular interest they themselves have in marked degree. This is one of the most fruitful sources of maladjustment. Conflict ensues, relations are strained, parents and child lose confidence in each other. The child seeks diversions outside the home or becomes morbidly introspective, and another domestic tragedy is launched.

#### THE PLACE OF THE SKILLS IN THE PROGRAM

Interests and skills are complementary rather than synonymous. One boy came to school bubbling over with the most highly developed interest in a number of activities, some of which tended to be antisocial. He was almost completely lacking in the skills so necessary to the successful performance of the activities of his grade. By careful guidance, the child within a year was brought to the point of learning reading, arithmetic and spelling with some enthusiasm. The teacher began with the child's interest in animals and building activities and gradually introduced the skills in connection with these interests. A transformation took place in the child's whole attitude toward school and toward his classmates. Not all problems work out so well, particularly if distaste for skills has been developed and maintained over a long period of time. Progressive practice proves that if the proper beginning is made there need be little artificial development of interest in the skills.

Many cases might be cited of pupils who have experienced chagrin and disappointment because of lack of command of fundamental processes all because the interest dogma was carried too far or because the child's own method of learning was not discovered. Children are usually eager to meet skill requirements so as to avoid embarrassment ensuing from lack of achievement. Skills are important because they give the child universal currencies of expression.

A few radicals have the notion that the teacher need only arrange a free program and the skills will

automatically come out of it. This of course is not the case. However, in the newer schools the attitude toward the skills is decidedly different from that which formerly dominated educational practice. In the first place, skepticism with regard to formal discipline has greatly reduced the amount of drill necessary for the child's purposes. The skills are now limited to the material the child needs to know to be successful and happy in pursuit of his occupations at present and in the future. Skills can be made interesting. What is taught can be related to what the child already knows or is interested in. There is growing recognition of the enormous amount of incidental learning which takes place as a result of the child's initiative quite apart from any formal school training as well as in an informal school program. The best example is found in the acquisition of the mother tongue. A considerable amount of spelling and handwriting skill results even though the major emphasis is placed upon story writing rather than spelling or writing as such.

Delay in the introduction of skills is desirable for many children. Several studies have shown that more rapid learning offsets delay in beginning the skills so

that apparent deficiencies are made up in a short time. There are difficulties, however, in delaying instruction in skills too long. Few available materials for teaching skills are suitable for more mature children. The child easily becomes satisfied with other interests. Feelings of inferiority develop. Older children find drill more irksome than younger ones. The child's time becomes more valuable. The child is in dire need of the skills for the successful completion of his project. If skills are delayed too long in the lower grades, the burden of drill in the upper grades becomes too heavy.

There is new recognition of the great diversity in pupil learning, in the methods by which pupils learn and in the time required for learning. When these differences are detected and considered in organizing instruction, the teaching of skills is greatly facilitated.

Of fundamental importance in learning the skills is the child's careful preparation in terms of work habits, preparedness, cooperation and personality adjustment. Attention to these characteristics greatly reduces the time and attention needed to insure the learning of the fundamental skills. Part of this preparation is the parent's responsibility.

## In Camp Youth Serves Itself

RALPH C. HILL

*Today's planning is directed not toward a distant tomorrow but toward making the most of today.*

MANY of the dreams of boys and girls cluster around summer. The freedom of the long vacation and the opportunities of getting into the open are very appealing to children living in the city and devoting themselves to school tasks. A boy who works at his books all day, and then goes home on the trolley car to a small apartment, may well find the page of his arithmetic dimmed by a vision of himself with hardy companions carrying a canoe over a portage to launch it in the cool sparkling waters of a northern lake. And a girl, weary of Latin grammar, finds relief in dreaming of days filled with spirited tennis games, the glow of camp fires, the satisfaction of good fellowship.

These fantasies are natural, for the city denies children opportunities to which the past has given them an inalienable right. For thousands of years, with the exception of the last two or three generations, man-

kind has lived largely in the open. Children have had fields and woods for their playgrounds—boating, riding, wrestling and hunting for their sports; they have mimicked in play, and later shared in the simple processes by which their communities have provided food, shelter, recreation and defense against enemies. Herding flocks, driving teams, hunting wild game, hewing timbers and putting up buildings are pursuits which sons have shared with their fathers for ages, while daughters helped with weaving, cooking, gardening and the care of little brothers and sisters.

In these activities there were variety, ample physical activity, adventure, hardship, and the deep satisfaction of having a part in the real human drama of life. Dr. Kilpatrick has pointed out the great educational value of this felt-to-be-necessary participation in the felt-to-be-necessary work of the family of earlier times. A boy accepted the importance of gathering the crop and



protecting the sheep in a way in which he cannot feel the importance of mastering a French verb. He could understand craftsmen as they made shoes or wagons in their shops. In imitative play or while actually helping, he could catch their pride in good workmanship. But now these things are magically made by intricate machines behind grim brick walls.

#### COMPENSATING FOR CITY LIVING

It was because the city denied children the social opportunities of the gang, the recreational freedom of the open spaces, and a chance to observe and participate in the processes by which things are produced that organized camps came into being. When back yards became mere clothes yards, and servants did all the interesting things in the kitchen, and fathers became inaccessible behind the walls of office buildings and factories, new provisions had to be made for the children. What was first regarded as purely recreational has come to be accepted as well nigh essential to the best development of boys and girls, and during the last twenty years, organized camps have sprung up literally by the thousands. They range in size from a dozen children to more than a hundred. They are made up of girls or boys of all ages, from four or five to sixteen or seventeen. A few are coeducational. The daily program of the camps includes swimming, riding, hiking, games, study of the things that live in the woods, arts and craft work in shops and studios, and participation in community enterprises of many kinds.

Having suggested how the increasing use of machinery in production and the crowding of people into cities have called the camps into existence, let us briefly consider four of the chief values of camp experience to children.

Health is a prime consideration of all camps; sunlight, a balanced diet, exercise, rest, high spirits and rugged, simple living are means to physical fitness. At home a child may be fussy about eating; he refuses spinach and won't drink his milk. Perhaps this is because one of his parents is a bit fussy. But at camp his appetite is better, the ration is well balanced, the other fellows all eat what is served and one wants to be a regular fellow—so he takes what comes. A sound nutrition program calls for a wholesome balance between activity and rest, as well as a good dietary. A girl may refuse to observe the after dinner rest hour at home, and drive her parents almost frantic in finding excuses for putting off getting to bed, but at camp, to insure the respect of her equals, she rests during the siesta and is in bed before the bugle blows taps.

A second offering of the camp is practice in social living. Life is largely a matter of getting on comfortably with other people. Happiness and success chiefly

depend upon a sound relationship with one's home circle, employer, associates and neighbors. How is a child to acquire a social balance so that he will not be too timid or too aggressive, not too selfish nor yet too yielding? The schools demand that children shall study and recite as lone individuals. Homes are so small that they do not give a child much experience with his equals. In the camp, on the other hand, a boy (or girl) spends most of his waking hours with his peers. He wants their respect and friendship. He learns what is acceptable and what is not. He takes his part in the good natured banter. He finds the others expect him to play the game. And always he feels secure in the kindly friendship of a wise counselor who helps him understand and learn.

Here is a little girl of eleven who feels very unimportant, because for years an older sister has excelled her in play and studies, has dominated her physically and spiritually. She must be given a feeling of success. At camp she lives with a group of slightly younger girls who will not outshine her at sports. The counselor calls favorable attention to her good suggestions and helpful ways. She is given a bit of special coaching so she can excel at diving. Gradually the hangdog look is replaced by an expression of alert eagerness. Humiliation has given way to security.

A twelve-year-old teases weaker boys. Apparently, he is trying to get attention. The lack of good play habits leaves him with no constructive means of gaining distinction, and an unhappy home background has stripped him of the genial ways that win friends. His counselor will show him lots of affection, overlook his faults, encourage him to learn the knacks of camping, and find some field in which he can be successful and gain the desired attention.

#### THE DAY'S TASK

A third important value of the camp lies in the fact that each camper participates in almost all phases of a simple community life. He not only shares the benefits of labor but is himself responsible for part of the productive work. What knowledge and skills should be taught in camp? Only those that are required for the largest satisfaction in the day-to-day life of the campers. What are the main objectives of camp? How different from those of the school? In the main, the objectives should be the same: to release the child, help him find zest in living and improve his social relationships. In short, to foster that wholesome, all-round growth which we call education. Unlike the school, it is not concerned with college requirements. It should foster a love of the open. School aims partly at the future—camp, at a full rich present.

Recently one of my friends told another he had

just bought a car. He was promptly given this advice: "Don't ever lift up the hood and you will have no trouble." Doubtless, mechanically the advice was sound, but educationally it was false. In our present industrial order the children find all the hoods down. They can't see how things work. They are left to get the idea that light is created by turning a button, that heat is generated by turning a knob. They see things for sale in stores without any idea of the processes by which they have been created. They find that toys are produced by pretty requests and persistent teasing. In camp they find themselves in an order they can understand; and, particularly when away on overnight trips, they are thrown on their own resources. Heat comes only when the wood gatherers and firemen have done their part; and if the wood is wet the firemen must be skilful and patient. Each one has a turn at dish washing, cooking and carrying. Camp furniture must be devised or done without. Each makes his own bed, rolls his own pack. On the canoe trip, one who injures his canoe or paddle must repair it. On the long ride, each takes a night shift on the picket line to see that the horses do not get tangled up. In town a child breaks or loses something and says carelessly, "There are plenty more where that came from." In camp he learns that only by labor and ingenuity are things created, and he acquires respect for craftsmanship and effort.

Besides developing that fine pride that comes from doing well one's work in the community, a camper is likely to broaden his understanding by contacts with the work going on around him. He breaks the long ride by camping for the night in a farmer's orchard. He helps feed the calves, watches the milking, hears how the rains have ruined much of the hay and swaps horse yarns with the farmer. On the canoe trip he visits a lumber camp and watches the chopping and hauling he has read about.

#### THE CHILD WORKS "ON HIS OWN"

The fourth opportunity of the camp is that of giving a child freedom to do what he wants to do. Unfortunately, school work is almost entirely dictated by the teachers. Very little opportunity is left for creative work, and individuality suffers. The camp, with no college entrance requirements, can give the child leisure to hatch up projects, select his colleagues, gather his materials, execute his plans, and judge by the results in what ways he has fallen short and in what he succeeded. This process develops initiative, independence, judgment and executive ability. Psychiatrists, psychologists and educators agree that the school year frequently confines a child in a too inflexible

routine, and that the summer must compensate by permitting him to plan his own pursuits and live at his own pace to a large extent. While many camp directors and counselors still monopolize too much of the creative function by initiating and supervising too closely the activities, camps offer much more freedom than do schools.

Let us follow two campers as they carry out an original plan. Our setting is a certain coeducational camp with the new psychological approach.

#### WHERE DREAMS COME TRUE

Here are Bob and Jim tugging away at an old stump in the midst of a small woodsy hollow. Bob is eleven and Jim nine. After vigorous pushing and pulling and some talk about what holds the stump fast, they hammer and chop a bit with a light ax. Then they bring a spade into commission, and eventually the old stump yields to their persistent efforts and is rolled away. What is happening? The camp has recently attended a woodcraft council ceremony at a neighboring camp. A few days later these two boys are at work in the woods preparing a council ring. It is their own idea and they work alone. Day after day they are absorbed in their enterprise. Finally in a little clearing, reached by a winding path, there is a council ring with neat log seats. In the middle is a stone fireplace whose rocks are covered with thick moss—the finishing touch. Happy in their achievement, these two invite the twenty campers to attend a council fire and marshmallow roast. Bob, the engineer, rises and tells how the trackless jungle was transformed into this fine gathering place. Then Jim, the poet, rises and recounts the transplanting of a little hemlock, the idea of having the moss, the garter snake that they disturbed, and so on.

Bob and Jim found themselves in a good world, where difficulties are encountered but can be broken down, where one dreams not to escape an unpleasant routine but to provide one with work fit for his hands, where one can enjoy a feeling of success without comparing himself to the less successful, where one with ideas need not constantly submit to the will of mightier people. Is there any doubt that they will soon be hatching plans for new and grander enterprises?

The extent to which camp leaders take advantage of their opportunity to make the camp the most fruitful institution we have for the education and development of our children depends not a little on the requirements made by enlightened and discriminating parents. The camp of the future will be what they demand.



# All in the Day's Work

There is an old story about an incompetent gentleman who went to buy a railroad ticket.

"What station?" inquired the agent.

"What stations have you got?" was the astonishing and not very helpful reply.

When parents—and their youngsters — ask questions about vocational guidance, they are likely to be in very much the same state of mind. They badly want a "ticket" to some specific destination, but what that destination is and where to begin looking for it, they themselves do not know.

They are not to blame for this indefiniteness. Perhaps nowhere have the connecting links between traditional ideas and practical realities been snapped so sharply asunder as in relation to choice of work. This is clearly illustrated by the many human documents from which the present discussion is being constructed. Out of a very urgent sincerity and desire to be helpful to others as well as to themselves, many parents have written to CHILD STUDY regarding vocational guidance. The problems stated are many and various, and only a few of them—as stated—are an accurate expression of the fundamental issues involved. For questions that look on the surface like problems of "the job" may in reality be based on the need for less external and objective adjustments.

Every question is different, just as every human being is "different." And, also like ourselves, this "different-ness" is compounded out of strangely similar features. In spite of their infinite variety they may be prefaced by two or three suggestions equally applicable to all.

One thing they have in common is that they are vocational at long range; they are not bread-and-butter queries necessitating immediate solution in terms of job and wages. The problem of the adolescent who is forced by economic pressure to earn a livelihood cannot be minimized. But there is another equally vital kind of significance in the planning ahead which most parents now realize is essential even where getting a living is not the momentary concern. These questions, then, are at least as much educational as vocational. Schools are becoming increasingly aware of the fact that their responsibility is not ended with establishing

*Letters from CHILD STUDY readers form the basis of this discussion of vocational problems. Last fall CHILD STUDY announced that three vocational counselors would discuss questions sent in out of our own experience and perplexities. As these responses were gathered together they reflected the ever recurrent individuality, as well as the typical patterns, of youth's problems, as it faces a rapidly changing world. Their questions and those of their parents are discussed by*

Gertrude R. Stein  
Louise Odencrantz  
Emily Burr

trade schools and business courses. The trained vocational counselor is more and more frequently found on the staff of the high school and college.

The one bit of advice which can be given with equal urgency to all these boys and girls and parents is—*whenever possible, consult the vocational counselor.* With knowledge of actual conditions in the working world, and with an objective and scientific, yet sym-

thetic approach, comparable to that of a physician or psychiatrist, the competent vocational counselor can do much to clear the path for youth.

To say that vocational guidance is a crying need in a period of rapid change such as our own is an obvious generalization which speaks for itself. Choice of vocation comes very near to being something new under the sun. Except for the few—the innate free lances of every generation—choice has been, until the comparatively recent past, well nigh unthinkable—and correspondingly less desired. "Like father like son" was equally true of artisans' and merchants' guilds, of peasant farmers and of landed gentry. As for the generations of women—their work was certainly cut out for them. It is the place of sociology to trace how, out of great impersonal movements—the industrial revolution, the opening of free land in new countries, and in our own day the development of a technological society—have evolved the intensely personal opportunity and compulsion of vocational choice.

How the traditional attitude toward the family "trade" comes into conflict with presentday ideas of freedom is illustrated in the following case.

"A young man whose parents are foreign born and whose father is a small independent druggist, left school in the early part of his sophomore year, and went to work to learn the trade of his father. English was the only subject he had liked in school. He 'fooled too much' and his father put him to work. He has been out of work, loafing, two months and talks of getting a job and going to night school. He thinks of going back to high school. He is afraid his father will 'rave' if he proposes this."

This kind of conflict is very far from being insoluble. It may be more possible than the boy thinks for them to talk it out. If the boy shows his father that

he has real interest in plans for the future and that his high school education will help him in whatever he does later on, it is just possible that his father will not continue to "rave." Perhaps the school counselor can be the intermediary. Although the boy may have to "rebel," or, in more constructive terms, stand on his own feet, the understanding outsider can do a great deal to show this father what education can mean in his boy's life, even if he does eventually enter his father's business.

#### KEEPING PACE WITH PROGRESS

In the present this conflict between the old and the new has been further intensified by the unprecedented changes in technical processes and skills. What was yesterday a well paid industry may be put on the scrap-heap by today's invention of a new machine. This is only less true of the so-called professions than of industrial and clerical occupations. The present situation of professional musicians is a crying object lesson in "technological revolution." An understanding of what is happening here dictates the advice which should be given to anyone, like the girl in the next case, who is contemplating music as a vocation.

A girl of sixteen has shown no definite trend of interest in her high school studies except a keen love of music. Her parents feel that music as an avocation is desirable but that it should be further built up into actual vocational training where earning capacity would be more definite. Should they permit her specialty to become her vocation?

It will be much wiser to make music an avocation with the realization that if her talent is unusual, it will of its own impetus *become* her vocation. Unfortunately, at the present time the music profession is very much overstocked, due to the innovation of sound pictures and to changes in the theater. Unless a person has very unusual talent, it will not offer a vocation. Music may, however, be an asset in other professions, such as club work or teaching.

#### DAYDREAMS AND REALITY

Many people have not been able to keep abreast of these rapid changes. Their dreams and those of their children may not correspond at all with the hard realities of opportunity. Add to this the indiscriminating doctrine of "success" which has grown among us like a parasite with its roots, not in the ground, but in our rich and apparently unquenchable material progress. Out of all this has grown up an attitude which is more wish fulfillment than legitimate ambition. Probably it does less harm in adolescent daydreams than when parents try to act upon these unrealistic standards in planning their children's "careers."

The following group of questions all hinge on the conflict between actual conditions of presentday life and work, and ambitions which do not take these clearly into account. If it were possible to discuss each one individually with the vocational counselor, much more personal aid could be given. But with the reservation that writing about such things always tends toward oversimplification, these discussions of actual questions offer helpful suggestions.

A girl fifteen in the beginning of the third year academic high school has a special interest in applied art work, but no opportunity for such courses in her present school. She is rather reticent in social contacts and only recently has she made some friends in school. The mother wants help in making her decision as to whether or not she should transfer her daughter to a high school where she would have opportunity for applied art work.

Considering the amount of academic work which she may have to cover without much profit in many schools, it does seem that even if this special art work does not have vocational value, the girl might well be given the privilege of studying it, though she may not continue to follow it. But she should be helped to guard against closing other doors too irrevocably. Many schools give some general courses along with specialized craft training.

#### FREING OPPORTUNITY FROM PREJUDICE

A young boy has a definite mechanical bent, and would like to be an engineer. His father, both from his own experience and from that of his friends, has found that engineering does not pay well. He himself had to leave that profession and turn to something more lucrative, and those of his friends who remained in this field have to work night and day to supplement their income. Therefore, the father feels that he should direct the energy of his boy into another field. Is he justified in doing so?

If this particular boy has real ability, there is no reason why he should not follow his desire. In spite of the father's experience, engineering offers a very large field. Like the path of other professions, it is not a bed of roses and many only arrive at mediocre success in this, as in other professions. If the boy is not definitely interested in another field, he is not likely to succeed in other work. Engineering training has the advantage of being useful in many other lines of work, such as factory management and salesmanship. As an example, one might point to the vocational history of President Hoover.

Two high school boys are facing similar, but not identical, problems because of their leaning toward agriculture. The parents of one boy, a high school



senior, are opposed to their son's intention to go to an agricultural college, because of their undoubted belief that he is destined to an urban social life and that his agricultural studies will all be wasted.

In the other case, a sixteen-year-old boy is failing in his school work a large part of the time, yet he seems anxious to continue preparation for the college of which his father is a graduate and an enthusiastic alumnus. His main interest outside of school hours seems to be in animals. For many years he has busied himself with chicken raising and has faithfully attended to the building of their pens, their food problems, and so on. A few years ago he said that he wanted to be a farmer. Now, however, he says that he wants to be an engineer. Since his school standing is below average, his mother hesitates to encourage this. All of his friends are going to college and she feels that he will lose caste to some extent if he does not follow this socially accepted pattern.

Every boy who sincerely wants to be a farmer should be encouraged. In the first place, this field is one that is not overcrowded. And still more important, to encourage him in the profession he himself desires—even if he changes his mind frequently—will promote his progress in school more than anything else. There are agricultural colleges where he could also get a well rounded education. An agricultural education may be a good background for other work, even in the city. For example, graduates from the Farmingdale School are holding positions in the city in relation to milk inspection, the marketing of foods, and the like. This raises the question as to *why* any boy is "destined to an urban social life." If he is interested and has the ability, either of these boys should be free to make his choice for an agricultural college—but always with the door left open for a change.

As to whether a person will lose caste if he enters an agricultural pursuit, this reflects a mistaken attitude of urban superiority. Not so long ago, historically speaking, "the land" was the major interest of "the gentry." A more serious question has to do with the boy's real reasons for thinking he is interested in country work. Does he just "like to make things grow"—or has he a realistic vision of agriculture as a life enterprise? Is he physically equal to the hard work, and mentally attuned to the country pattern of social living? Can he try it—and himself—in the summer?

#### UNCONSCIOUS MOTIVES

So far these are relatively simple cases. In the next it is hard to tell whether an authentic vocational "call" is the motive, or whether the unusual vocation is a desire for escape from everyday life.

"Our eighteen-year-old daughter, a sophomore in a girls' college, is determined, to the point of insurrection, on leaving her present school and going to a school of architecture in a large city. We are much concerned because she has never shown any marked aptitudes which might fit her for such a highly skilled profession. We cannot make up our minds either to forbid her going or to permit something we feel will lead to unhappiness for her."

She should have an opportunity to discuss this problem fully with some other person than her family, such as the vocational counselor in the college, who could see her objectively and also know what the vocation calls for. How free was she in her choice when she went to the present college and why is she dissatisfied there? Does she know what architecture actually demands and has she shown any real aptitude? She could get some general ideas on architecture by reading the chapter on architecture in "Careers for Women." Perhaps she might visit some school of architecture and get advice as to what opportunities there are for women in this field. It is possible that she might find what she wants in interior decoration rather than in architecture. Though architecture is a very difficult field for women to enter, it is an excellent background for a serious study of interior decoration.

#### LET YOUTH TAKE STOCK

A young woman, eighteen, has completed the first year of college. Her father wants her to be a journalist because she does well in her English courses and especially in her composition work. The girl herself cannot make up her mind to it, because she is very much interested in athletics. She is an excellent swimmer and likes the out-of-doors. She thinks she ought to become a physical training teacher.

The girl seems to have an intelligent attitude toward her own capabilities. No girl will ever get into as crowded a field as journalism unless she is very anxious to do so herself. It is almost as difficult to enter as the theater. There is small reason to worry about the problem of her entering journalism if she does not want to, because it takes almost superhuman effort to succeed in this profession. Journalism requires inspiration and gift, and no one is likely to succeed in it unless he likes it whole heartedly. Doing well in English does not insure success, as journalism requires interest in events, people and world problems. It is doubtful that she has these interests.

If she is interested in becoming a physical training teacher, she should consider her potentialities as a teacher. It is curious that not one of these girls (to

*(Continued on page 281)*

# Leisure and the Future of America

JOY ELMER MORGAN

TIME was in America when each man or each family determined largely what it would produce on the one hand and what it would consume on the other. The left hand knew what the right hand did and there was a natural balance between the two. We are now fast entering a period when it is increasingly difficult for the individual to determine either what he shall produce or what he shall consume. Production is largely determined by corporations; consumption largely by giant advertising. This vast shift in the center of gravity of human affairs creates many problems which strike at the very roots of such fundamental institutions as home life and even government itself. The new order of affairs also offers huge opportunities for individual improvement and social advance, once men have learned to become masters rather than slaves of the situation.

Unemployment on the one hand and overwork and excess strain on the other are characteristics of the first stage of the supermachine age. The next stage will be the five-day week with gradual reduction of the daily hours of toil until there are jobs enough for all. Obviously the shorter week and the shorter day will add to the leisure of the masses beyond the fondest dreams of any earlier generation. The great task of America is not to get a living. We may take that for granted. The great task is so to establish the values of life that an art of living shall emerge among the masses—that we shall use the extra hours not to make life busier and more hectic by entering into a thousand unimportant activities but that we shall claim our leisure for personal cultivation, the enrichment of the family, and the improvement of the social order—looking forward not so much to pleasure as to happiness; not to power but to goodness; not to fame but to excellence.

Education is the supreme task both of the home and of the school. Just now training for leisure demands

special emphasis. It will require the deliberate, painstaking, constant efforts of both parents and teachers to prevent the extreme commercialization of our leisure time on a mechanical and sensual basis. Among the specific things which parents and teachers may do to lead youth into its heritage of the new leisure are these:

(1) Create in the mind of each child a high sense of the meaning of health and personal fitness so that

he will face the strains and stresses of the new age with poise, energy and reserve. Much of the breakdown and crime of today is due to irregular hours, the use of narcotics, indoor instead of outdoor recreations.

(2) Enrich home life so as to make it satisfying and profitable to all members of the family. This means certain occupations and pleasures in common. The extra hours of the new order may easily mean the richest home life that has ever been achieved, once people sense the supreme importance of home associations as the foundation of all the wider associations.

(3) Establish habits of learning so firmly that they

will persist throughout life as a source of personal growth and happiness. School procedures are now improving rapidly. Children are now learning to learn whereas many of their predecessors in school merely became more or less literate. The fact that there are now five million young people in high school will make a profound difference in the future of America. Our high level of universal education is America's outstanding contribution to the world. It is the foundation of our industrial and business success. Homes and schools may well place more emphasis on the library. For families that can afford it, a dollar a month or more is not too much to spend on first class books for the home library of each child. Reading and the knowledge of what to read are factors in almost every phase of intellectual growth whether

## *A Movement for the Wise Use of Leisure*

THE National Education Association announces a nation-wide all-inclusive movement for the wise use of leisure. Under the presidency of E. Ruth Pyrtle, the movement is to be led by a National Commission on the Wise Use of Leisure composed of the officers of the Department of Adult Education and prominent citizens who have made extensive contributions to American life. There will also be commissions in each of the states.

The movement will find expression in adult education activities, in research, in convention programs, in American Education Week, vitalized group study and faculty meetings, in the platforms and programs of allied groups, in courses in high schools and colleges, and in a series of articles in "The Journal of the National Education Association," in which it is proposed to bring together a notable body of facts and philosophy bearing on leisure.



the motive be material success or personal cultivation. It would be a fine thing if every high school and college graduate could have his attention called to the annual League of Nations Booklist—particularly to the section of Forty Books, selected from the total production in this country. This carefully chosen list is an excellent basis for systematic reading.

(4) Develop in the individual boy and girl a keen sense of social and civic responsibility. If our common life is to rise to a new level of excellence, it will require the constant cooperation of large numbers of altruistic men and women. Governments must be kept honest. World cooperation must be established. Community and regional planning must be perfected and extended to planning on a continent-wide basis. New inspiration must come into the program of housing. Greatly enlarged sums must be spent for the perfection of education and the elimination of crime. Parasitic business must be restricted and beneficial business fostered.

(5) Improve training for specific vocational activities until each individual shall perform the service for which he is responsible with the highest degree of success and with constant effort to improve his service. The steady accumulation of major achievements to the credit of a Lindbergh, for instance, suggests extensive unrealized possibilities of our youth and a higher type of performance than most men have so far been able to reach. From an educational point of view, it is important not to let our efforts to improve training for vocations overshadow our efforts to improve general education and personal cultivation for the good life. The activities of the federal government so far have been overwhelmingly in vocational education.

(6) Give specific training in avocations as we now do for vocations. Devote at least one-fourth of the school day to activities wherein each child is allowed to discover and practice suitable avocational activities such as hiking, swimming, team play, gardening, shopwork, writing, reading, music, drama, design. Activities should be selected which will carry over easily into the post-school life.

(7) Finally, establish a sense of values or a philosophy of life in the mind of each child. Sound character is the foundation of both excellence and happiness and it cannot be achieved by accident. It is the fruit of purposes, of pains and of will. In an age of rapid change when grown-ups are debating and questioning values, youth is placed in a most difficult situation. There is always danger that young people will reach manhood and womanhood with a sloppy habit of standing for nothing and of regulating their lives

by the changing whims of appetite rather than in the light of those basic considerations by which the race has risen to its present stage of civilization.

#### THE CHALLENGE OF PLAY

These are but a few points of attack. Perhaps they are sufficiently numerous to suggest ways of working at the problem. The capacity of the present day to set its own standards, and to set them high, will determine the future of its civilization.

Increasing leisure in the midst of modern opportunity is a profound challenge to the intelligence of the race. It comes with peculiar force to those engaged in education. The schools have taught man to respect the laws of his being and to live in harmony with other men. They have taught him to work. Can they teach him to play? Play! The very word has a confused meaning. Joseph Lee, the delightful philosopher of the recreation movement, points out that we really have no word for the play of grown-ups. We have been wont to regard play as something useless—an indulgence for children. But play to the child is life, and its equivalent for the grown-up is creative art. There you have the real vision of what leisure might mean—every man and woman freed for that eager pursuit of truth, goodness and beauty which we associate with the gardener, the designer, the architect, the sculptor, the composer, the writer, the singer, the teacher, the librarian, and the other creative workers of the world. Our very labor becomes art; the old dualism between liberal and practical education is healed by a wider concept that includes them both. What new heights may the race not reach if one generation of teachers can guide one generation of children to meet the challenge of leisure with eager search for the higher values?

#### TURNING POWER INTO LIGHT

To character, the leisure of tomorrow may mean a new center of gravity—even as Copernicus, the Polish astronomer, in 1543 gave the human mind a new challenge by announcing that the sun and not the earth is the center of the universe. All through the ages man has struggled for power. Now that power is his in abundance it becomes plain that light is a higher value. Will not the center of gravity shift from "the struggle for power, with its mean passions, its monstrous illusions, and its contemptible ideals, to the struggle for light, with its wide fellowships and its high enthusiasms?" Perhaps the leisure of tomorrow will bring men and women everywhere to ask, "What is true? What is good? What is beautiful? What is right?"

## CHILD STUDY

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*Editorial*

It is an old saying that we never appreciate anything until we have lost it. Our ancestors a hundred or more years ago probably did not much appreciate the necessity to bake their own bread and make their own shoes. It is only now that these things have gone out of the home, apparently irrevocably, that we have begun to attach a significance to them beyond that of filling immediate physical wants.

And yet it is true that the "handlings" between the cup and the lip were far fewer and simpler then than now. What have we to weigh in the balance against this age-old human experience of "making" a living? Just this—our ancestors had little leisure and what they "made" and "did" they made and did because they *had* to, whether they liked it or not. Today we work at machines because we must; but we also have leisure, and if we busy ourselves with making and doing in that leisure, it is by choice and for pleasure. And so, to fill a "modern" need, we return to the ancient ideal of craftsmanship.

During the time when the parents of today were growing up, the emphasis was all the other way. Machine-made goods and a machine-made education went hand in hand. Academic studies were exaggerated at the expense of every kind of physical and manual expression—whether in arts, in crafts, in music or in rhythm. Our generation of parents and teachers, who grew up with not only "a little Latin and less Greek" but also with a little "sloyd" and less art, have wished to avoid these same handicaps for our own children. As a result we have gone

in for "expression"—let the child express himself—how sloppily does not matter. Technique, skill, the high pride of craftsmanship have all had a fatal tendency to fall overboard for freedom's sake.

The skilfully turned work of hand and mind, the high deed, has also tended to fall into disrepute for another cause. Our educational necessity, at one stage in its development, made the middle group, the mythical average child, the arbiter of standards. Every child, every man, has "his best" somewhere; but many have learned in school only to be content with second best, with what is easy rather than with what is worth the pains of achievement.

While this is a social problem of wide import, parents are particularly interested because, at this time when everyone is decrying the waning family, leisure offers supreme opportunities for family sharing in the joy of enterprise. Where the traditional family was bound to one another by toiling together, the presentday family may achieve solidarity by *playing* together. In one family the parents are making up for their lack of music education by going along with the children in their training toward music appreciation. Another father and son are undertaking the re-binding of the too dilapidated favorites on the family bookshelves. Another group—parents, married children and assorted grandchildren—have all gone in for art and recently held a "private viewing" of water colors, pastels, clay modeling and sculpture in soap and wood.

Perhaps the truth lies somewhere in the realization that the "good life" in any age strikes a balance between sheer toil as the price of existence and work that is "just play," because we love it.

## CHILD STUDY for July

What Are We Learning About  
Children?*Special Issue—Pictorial Supplement  
Survey of Child Development  
Research*Dr. Florence L. Goodenough  
guest editor



## News and Notes

For those who are conscious of the diverse sources of educational progress and who appreciate the function of education in world unity, the affiliation of the Progressive Education Association of America with the New Education Fellowship holds significant interest. The New Education Fellowship, an international organization which represents twenty-eight countries, seeks to adapt education to contemporary life, to exchange national cultures, and to establish as a common aim international cooperation in education. Conferences for teachers from many lands are arranged every two years in different localities for the purpose of educating teachers to an international attitude essential in preparing peace-mindedness in youth. Members are entitled to receive both *The New Era*, an international monthly, and *Progressive Education*, a review of American progressive education methods, as well as the bulletins and services of each association. Additional information may be obtained from the Progressive Education Association, 10 Jackson Place, Washington, D. C.

Visual education, in all its forms, is commanding more and more attention from leaders in primary and secondary education. Motion pictures in particular have found a definite place in many school systems and are showing signs of developing into the textbook of the future. Among the many interesting experiments with the "talkies" are those which Drs. Knowlton and Tilton carefully carried on, with very promising results, in connection with the Department of Education at Yale University. The tests were conducted in the field of American History at the junior high school level with the purpose of determining how much added interest motion pictures created, how much they contributed to the learning of fundamentals, and to what extent they helped the students to retain what they had learned. Motion pictures are being used with increasing success each year and it has recently been announced that President Hoover and the motion picture industry will appoint committees to assure "permanent preservation of the picture records of historical events now available and which will hereafter be made by the American motion picture industry."

Radio is another important influence on education, but a recent survey made for the American Association for Adult Education indicated a need for a closer relationship between the educational and broadcasting

professions. As a result of this investigation, the National Advisory Council on Radio in Education has been created, with Levering Tyson of Columbia University as Director. The Council will cooperate with universities and colleges, with public schools, with both chain and independent broadcasting agencies, and with civic and governmental bodies. The plan has the cooperation of the radio industry and the Advisory Committee on Education by Radio appointed by the Secretary of the Interior.

The Fourth International Congress on Family Education will be held at Liege, Belgium, from August 4 to 7, under the auspices of the International Commission of Home Education. From experimental beginnings at the first Congress in 1905, a considerable movement in favor of family training came into being among many nations. The program of the present Congress will be given in five sections: Scientific Observation of the Child, including the physiology and psychology of infancy; General Questions on Home Education, such as practical methods of religious education and the advantages of country surroundings in home education; Home Education for the Child of Preschool Age; Home Education during and after School; Popularization of Home Education by Children's Welfare Work, Social Work and Museums. Discussion will be of a popular nature and open to both parents and teachers. It is also hoped that the Congress will mark the inauguration of an International Institute of Family and Home Education.

The United Parents' Associations have recently published a handbook on "The Why and How of a Parents' Association" in which many excellent suggestions are given to those interested in the objectives of such an organization. Among other topics it discusses how to organize it, how to make it successful and how to conduct meetings. The chapters include such topics as "Objectives of Parents' Associations," "A Parents' Association or a Parent-Teacher Association?," "Organizing a Parents' Association," "What Makes an Association Successful?" and "Committee Organization of a Parents' Association." This interesting little book may be obtained for twenty-five cents at the Headquarters of the United Parents' Associations, 152 W. 42d Street, New York City.

The Association held its ninth annual dinner on May 19 at the American Women's Association Club House. Dr. William Hung, Dean of Peking University and Exchange Professor at Harvard, spoke on

### Family Education Congress at Liege

### The Textbook of the Future

### Why and How of Parents' Associations

"Circling the Globe in Education." Miss Prémala Sháhané of India and Miss Sibusisiwye Makanya of South Africa entertained with folk tales and songs.

Colleges and universities in all parts of the country, according to "The Camp in Higher Education," a pamphlet issued by the United States Department of the Interior, combine education and recreation in their summer camps. As a practical supplement to academic study, out-of-door work is considered important. Training courses for counselors are offered in many institutions, and camps are organized to provide opportunities for field experiment in connection with the departments of agriculture, engineering, forestry, geology, science, biology, nature study, education, health, physical education and recreation. In some cases this summer program is required, and in others it is suggested as a profitable way to spend a vacation. The bibliography at the end of the pamphlet promises interesting reading on summer camps for children and university students, on nature study, camp organization, health and suggested standards, hygiene and sanitation.

The high value placed on child life today may be expressed in economic terms, according to statistics recently issued by the Metropolitan Life Insurance Company. It is neither possible nor desirable to rate personalities as so much human capital. Nevertheless, the "construction cost" during childhood represents a not inconsiderable sum, according to Dr. Morris Fishbein, Editor of *The Journal of American Medical Association*, in a review of "The Money Value of Man" by Drs. Dublin and Lotka. The White House Conference on Child Health and Protection has reprinted from the same authority the following minimum expense account of rearing a child to the age of eighteen years.

Cost of being born .....	\$ 250
Food .....	2,500
Clothing and shelter .....	3,400
Education * .....	50
Health .....	284
Recreation .....	130
Insurance .....	54
Sundries .....	570
	<hr/>
	\$7,238

These figures are startling when balanced against the average family income of \$2,500, and seem to in-

\* Taxes which cover the parents' share of the community cost of education, as well as other items furnished by the state, are included in "Clothing and Shelter."

dicate that those who bring children into the world and rear them properly are paying a debt to the community which the childless fail to supply.

Health is the basis of the value of human life and now that it can be estimated in dollars and cents, perhaps its resources will be less often carelessly used and wastefully squandered.

"Pedanalysis" was the topic chosen by the Rev. Dr. Oskar Pfister, when he addressed members of the Child Study Association of America on May 13, following the Mental Hygiene Congress in Washington. The term implies the necessity of the use of psychoanalysis in the management, correction and improvement of "problem children" by teachers, pastors and educators.

Thirty-two years ago Dr. Pfister entered the ministry of the Swiss Reformed Church and is still pastor of the Predigerkirche in Zurich. Later he took his Ph.D. in philosophy and psychology at Zurich University. He soon found that he could aid his parishioners with practical psycho-analysis as well as with exhortations to faith and prayer. He became, and the phrase is his, a modern Protestant father confessor, concerned with the sins of the unconscious as trespasses against the ease—even happiness—of the individual.

Though remaining a simple man ministering to a simple congregation, he has not only kept abreast of the pioneering discoveries of Sigmund Freud and others in the psycho-analytical field but has also done much pioneering for himself. Dr. Pfister has taken a definite position, remaining a strict Freudian, in all but one respect. Where Freud is agnostic, Dr. Pfister stands on the side of religion.

At the close of his talk to the Association, the speaker said: "If I may hope that one of you will take charge of the great matter of pedanalysis, I shall be glad to have undertaken the voyage from Switzerland to America." A brief résumé of Dr. Pfister's work was given at the end of the lecture by a former pupil, Dr. Werner C. Michel, consulting psychologist of New York.

The Child Study Association of America held its fifth annual luncheon for study group members on April 30 at the Hotel Pennsylvania, New York City. More than three hundred and fifty people were present. Mrs. Marion M. Miller, Chairman, introduced Mrs. Howard S. Gans, President, who extended a cordial welcome. Mrs. Gans also announced that the Association will move to 221 W. 57th Street, New York City, sometime in July or August as it has, for the fourth time, outgrown its

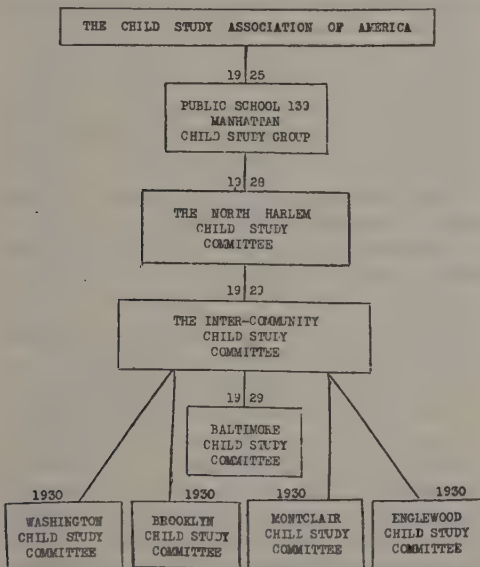
#### Study Group Luncheon



quarters. Various phases of study group work were then briefly outlined by Mrs. Sidonie M. Gruenberg, Director, and Mrs. Cécile Pilpel, Director of Study Groups, and humorously illustrated by the three short "skits" in which staff members took part—"All Quiet on the Western Front," "Why Girls Leave Home" and "Say It with Flowers."

With the close of the 1929-30 season, the staff is laying plans for next year's study group program. Twelve new groups have already been formed; in addition, short unit courses of five meetings each will be given for the benefit of those who do not have time for more extended study.

The following graph indicates the development **Inter-Community Child Study** and growth of child study and parent education among the Negroes as carried on by the Field Work Department of the Child Study Association of America.



The Inter-Community Committee will hold a two session conference on June 7. The afternoon meeting scheduled for half past two at the Headquarters of the Child Study Association will be devoted to a discussion of the work of the various local branches, including the policies and procedures of the Committee activities. Plans for the future will also be carefully considered, and in addition the program will offer several interesting talks. The evening meeting preceded by a dinner at the Civic Club will be more formal with additional speakers.

## Announcements

To inaugurate a campaign for an adequate number of vocational counselors in junior high schools, members of forty vocational and employment agencies met in New York City on May 21. These constitute the vocational section of the Welfare Council of New York City and represent almost every kind of civic and welfare work. Where vocational counselors are already working within the schools, delinquency has shown a marked decrease. Still more important, an increasing number of boys and girls are finding opportunities to do work for which they are fitted. The present campaign is an effort to give not more than two schools into the care of a single counselor. The ideal is to place a counselor in each school.

Dr. Paul L. Dengler who is Director of the Austro American Institute of Education has recently arrived in the United States to work for the interests of furthering the Austro-American educational exchanges. During his stay, he will lecture at the University of California in Berkeley, at Los Angeles, and at the University of Denver.

The National Probation Association has recently published its 1929 Year Book in which it discussed the problem of establishing a better understanding between the school and the juvenile court. In Seattle and Los Angeles interesting experiments are being conducted for promoting and aiding relationship between the two.

The second annual Institute of Progressive Education will open at Vassar College, June 25, and will continue for six weeks. The courses to be given will include the history, principles and experiments of progressive education, and the methods and administration of the elementary and secondary schools.

The Library of the Child Study Association wishes to announce to its members that books may be taken out and kept over the summer months.

### RADIO WEAF FRIDAYS TALKS 2:15 P.M.

*Will spanking "cure" a child from running into the street?*

Questions sent in by parents will be answered every Friday afternoon by staff members of the Child Study Association of America.

**Mail questions to WEAF, 711 Fifth Avenue  
New York City**

## IN THE MAGAZINES

*Child May Choose Food Within Limits.* Hygeia, April, 1930.

A word of comment by Lydia J. Roberts, Associate Professor of Home Economics at the University of Chicago, on the recent experiment in "self-feeding" conducted by Dr. Clara Davis. The psychological aspects of feeding demonstrated in this experiment are emphasized.

*Detroit's Nursery Schools.* By Irma Unruh. *The Survey*, April 15, 1930.

In connection with the Social Welfare Work, the Department of Public Welfare of Detroit is now organizing the second unit of Nursery Schools. The procedure and educational function are described.

*Educating Parents for Happier Lives.* By Mrs. J. K. Pettengill (President, Michigan Congress of Parents and Teachers). *School Life*, April, 1930.

The writer describes how parents may develop happier lives with their children through parent study groups where both home and school situations are clarified.

*How Do Babies Develop in a College Home Management House?* By Onica L. Prall and Thomas F. Vance, Iowa State College. *Journal of Home Economics*, April, 1930.

A study of three infants, made over a period of eight months in a college home management house, indicates that the conditions favorable to the physical, mental and emotional development growth are comparable to the ordinary home.

### Parent Education and Mental Hygiene

At the First International Congress on Mental Hygiene this integral connection came up again and again:

The parent-child relationship might well be considered a cooperative partnership in the art and business of living. It is the portal through which everyone must pass in his journey through life, and since it is encountered during the earliest period of life, the first in a dynamic series, its importance for human destiny cannot be overestimated. *Dr. Bernard Glueck.*

We shall in future spend less time in protecting individuals from evil, and shall focus our attention on the early years and find out how to create in people

*Individuality in Our Day.* By John Dewey. *New Republic*, April 2, 1930.

The final article of a series of six on "Individualism—Old and New" describing individual development in relation to and in cooperation with the changing industrial and social conditions.

*Our Changing Civilizations: Some Seeming Paradoxes Affecting Education.* By David Snedden. *Teachers College Record*, April, 1930.

A critical survey of modern educational theories evolved on the basis of "our changing civilization." The writer questions the educational philosophy of some of his peers.

*Psychoanalysis and Humankind.* By Martin W. Peck. *Survey Graphic*, May 1, 1930.

A clear exposition of the meaning of the term "psychoanalysis"; its implication, function and practice.

*Take Your Child to Nature.* By Ellen Eddy Shaw. *Delineator*, May, 1930.

Constructive suggestions to the urban as well as to the suburban parent on ways of interesting children in the outdoors and in nature material.

*Towards a Science of Man.* By Frankwood E. Williams. *Survey Graphic*, May 1, 1930.

The author very skilfully presents the conflicts confronting those engaged in "a modern study of behavior."

*When Johnny Doesn't Eat.* By Ira S. Wile. *Hygeia*, April, 1930.

Causes for food aversions are discussed and practical suggestions given for meeting the situations.

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the need for what we consider good. *Dr. Frankwood Williams.*

To try to provide for the child an environment rich in material that stimulates experimentation, and to be the guide of the child as he experiments, is the lifelong creative work of the parent. *Dr. Hornell Hart.*

Parental love may be a reality to the parent both because he feels it and because he tries to express it in behavior. Parental love, however, is not a reality to a child unless parental behavior expresses the child's conception of what parental love should be. *Mr. Porter R. Lee.*

Of all the social functions of human beings, parenthood is at once the most complex and that for which the least is ordinarily done by way of preparation. *Dr. Lawson G. Lowrey.*



# Books

## Skills To Live By

*Constructive Citizenship.* By L. P. Jacks. Doubleday, Doran & Co. 1928. 300 pp.

This book, here reviewed by a well known educator, contains perhaps the most far-seeing analysis yet written of the place of skills in modern living. It is acknowledged as the inspiration of this issue of CHILD STUDY.

*Constructive Citizenship*, from the pen of the Principal of Manchester College, Oxford, is a surprising and inspiring book. It is surprising because of the incisive manner in which one who was not reared in this country has grasped and expressed the hitherto inarticulate philosophy of American life. It is inspiring because, by doing so, he has proved that there are bonds of human brotherhood which are broader and tougher than are those of purely intellectual, or scientific, or political cooperation.

Dr. Jacks first confesses his "lack of qualifications for the role of social system-builder or general world-mender." "Human society is not a constructed thing, but a living organism." This being so, social systems and programs "originate in the life of society and need its vitality to carry them out." They are vigorous if the spirit within them is hopeful, confident, and filled with faith that "abiding values may be drawn from the universe by the cooperative efforts of men in society." They are weak if "based on the assumption that men are untrustworthy, stupid, or sickly beings, who need to be coerced, policed, watched, or dosed and coddled in order to bring them to the point of dealing fairly by their neighbors." . . .

Having thus paid his respects to current practices, Jacks takes up the quest for the secret of our social strength. He first points to the "outstanding and astonishing fact" that "our civilization, notwithstanding the diseases that weaken it, the crushing burden of social evils it has to bear, manages to maintain itself as a going concern." The masses still live and go on living as social beings.

Analysis of history in the light of this fact leads our author to postulate three main elements in the staying power of human society. "We find the first in the immense capacity for skilful work which civilized man has acquired and passed on down the course of the ages. The second, in the possession, by large numbers of men and women, of certain high qualities, in virtue of which they act faithfully as trustees for the general interest. . . . The third, in the creation and continuous improvement of certain scientific meth-

ods for harmonizing conflicting claims and for turning human relations, which would otherwise be mutually destructive, into relations of mutual helpfulness."

These three elements are not beautiful phantoms. They are ideals "which may be seen today in actual operation at numberless points of industrial and professional activity." They are vital spots where healthy life seems to be stirring. Constructive citizenship consists in working to strengthen the healthy life that is there struggling for expression.

Opportunities for fostering the healthy growth of the three main elements in the staying power of society challenge us in profusion on every hand. In every act every day everyone may practice skill, trusteeship and scientific method. But for Jacks the critical sector in life's adventure, where struggles are most dynamic and significant, lies in the field of the daily work. It is in the business hours that the unity of a working civilization has its roots. Therefore a wise precept for youth is "If you would be a man choose a vocation that puts you on your mettle by challenging your skill." Again, "The true vocation of man in the universe is to exercise skill in one or other of its innumerable varieties—not merely to 'work,' but to work skilfully—that is, manfully. Without some skill to devote himself to, man remains a half-grown, stunted and essentially miserable object, irrespective of whether he lives in a palace or a slum, and no conceivable 'reconstruction of society' on economic or political lines can make him anything else. Furnish him with skill, train him for some skilled occupation, and you give him his best chance to become a man—that is, to get as near as the contradictions of the world permit to being master of his fate and captain of his soul. A 'good social system' will do that for the citizen first of all. Nothing else that it can do for him will amount to much if that is not done."

This point of view is then traced with philosophic insight to some of its practical implications for education, for industry, and for politics. Applied to education, "it would lead to a vigorous searching out of human aptitudes and to a development of these on the lines of all the arts and crafts, both of the body and the spirit, which add to the significance and value of human life, and give to the possessors of them the consciousness, the lack of which is misery, of being personally valuable to the world. Such a training, far from restricting the range of human knowledge, would immensely extend it and deepen it; far from lowering the standard of culture, it would raise the standard to

heights undreamed of and impart an immense impulse to every science and its attendant art."

In the industrial field, emphasis would be taken off work as a moneymaking process, and focused on the degree, quality and distribution of skill demanded of those engaged in it. Then "the ideal industry would be one which furnished every grade of worker, down to those at the minimum level, with sufficient scope for his personal skill to make his day's work a valuable education." Such an industry would profit mightily, "for among the resources of Nature waiting to be developed, by far the greatest in potential value are the latent capacities for skill which Nature has lodged in every human being." . . .

Dr. Jacks' philosophy indicates how to lift the curse of materialism from a machine age. He assures us that "the way to spiritual things lies *through* material things and not *round* them." "Spiritual culture of mankind has its roots and growing points in the common work of the world." "We are suffering at the present time from the moral anæmia which results from the valuation of life in terms of its pleasures." "We must make excellence of performance, rather than happiness the key-word of our culture and the objective of education, thereby directing the main streams of moral vitality into the daily work of the world, where they will spend themselves, not in fine words, but in getting our task performed, our vocation fulfilled—the industrial version of morality for which I have pleaded."

A black and white photograph gives little live conception of the color and glory of a summer sunrise. So the foregoing skeleton of some of the more striking features of Jacks' *Constructive Citizenship* gives but a pallid picture of the charm and power of the real thing. If you are optimistic about America, read it and rejoice. If you are pessimistic about the seeming materialism of this machine age, read it, and cheer up. Anyhow read it, for it will strengthen your faith in the fiber of men.

C. R. MANN.

Reprinted from the *Journal of Adult Education* for April, 1929.

#### EDUCATING THE WHOLE CHILD

*Creative Activities in Physical Education.* By Olive K. Horrigan. A. S. Barnes & Co. 1929. 147 pp.

The author has written this book ostensibly to demonstrate the fact that physical education can and should be correlated with other school subjects. While she has pleaded her cause ably, she has, perhaps unwittingly, made a far more valuable contribution to the field of teacher training. She has steered skilfully between the Scylla of too concrete suggestions, thereby leaving the teacher no scope or stimulation toward

creative teaching, and the Charybdis of too vague or generalized suggestions, which only leave the teacher puzzled and at a loss as to just how to proceed. Add to this the fact that her music and poetry are of the best, and that she has checked her underlying principles by such educators as Dewey, Mearns and Rugg—and we have reason to hope that with such directors in Public School Physical Education, this subject is bound soon to take its rightful place in the field of child development.

In the excellent suggestions for the presentation of rhythmic material to awaken creative response in the children, the author has done a really constructive piece of work. The most valuable chapters are those devoted to rhythmic interpretation for young children. Here the material, especially in relation to poetry, is both rich and beautiful. The games from many lands are interesting, and the activity suggestions for Greek history correlation, for instance, are excellent. One could wish for a like richness in creative material for the preadolescent of both sexes.

The explanations are so simple and so clearly expressed, and so many music suggestions include a record for the victrola, that, while written primarily for teachers of elementary schools, the book could easily and constructively be used in the home by mothers of children from three or four to ten years of age.

LUCY RETTING.

#### WHAT IT MEANS TO DEFEND A PRINCIPLE

*Who's Obscene?* By Mary Ware Dennett. Vanguard Press. 1930. 281 pp.

This is an interesting account of Mary Ware Dennett's recent trial and conviction, by a jury, on a charge of sending "obscene matter" through the mails. The alleged "obscenity" was contained in a small pamphlet, "The Sex Side of Life," written by Mrs. Dennett some fifteen years ago for her own young sons, and subsequently widely circulated and recommended by educators, social workers and clergymen.

In the present book Mrs. Dennett has presented a clear and cohesive picture of this jury trial, of its antecedent history, its court procedure, and its place in the larger history of educational freedom. The offending pamphlet is reprinted in full, together with the testimony concerning it, and comment upon it from many sources. It is somewhat to be regretted that the book was completed before the whole case was closed; for Mrs. Dennett's conviction and sentence have since been reversed by the United States Supreme Court in a noteworthy opinion.\*

\* The pamphlet is therefore again permitted the use of the mails.



The book is interesting as contemporary history and has added value as a record of human experience. A certain glamorous haze surrounds those heroic figures of the past—men and women who suffered and died because they dared to hold convictions at variance with those in power. In retrospect we are thrilled by the spectacular aspects of their sacrifices, but we know little of the long hours and weary days of the battle—the petty humiliations and sickening trivialities to which they were subjected. Here, in this contemporary record, we have a vivid picture of what it means to a fine and far-seeing spirit to face a public who cannot or will not understand.

Educators, and particularly enlightened parents, owe Mrs. Dennett a debt of gratitude, not only for her fine courage in facing slurring insinuations upon her character and motives, but also for her willingness to stand as a target of abuse, in order that the right honestly to present a point of view on sex education might be vindicated.

CÉCILE PILPEL

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### BOOKS ON LEISURE

Readings in the philosophy of leisure—The philosophy of leisure is yet to be written in terms so simple and compelling as to catch the imagination of the masses. The beginnings of such a philosophy are in the following writings which may well be read in the order listed:

*Vitalized Leisure.* An important chapter from L. P. Jacks' book, *Constructive Citizenship*, reprinted in the *Journal of the National Education Association*, 19:145-48, May, 1930. The book is reviewed in this issue of CHILD STUDY.

*The Threat of Leisure.* A stimulating discussion of current trends by President George B. Cutten of Colgate University, published by Macmillan.

*The Challenge of Life.* An inspiring book of 102 pages by L. P. Jacks, published by Doran.

*What Makes a Life Significant.* A charming essay by William James which is included in his *Talks to Teachers on Psychology and to Students on Some of Life's Ideals*, published by Henry Holt.

*Labor and Leisure.* Chapter 19 in John Dewey's *Democracy in Education*, published by Macmillan.

*Play in Education.* A substantial book of 500 pages by Joseph Lee, who knows how to play and to write about play, published by Macmillan.

*Be Interested in the Community.* Chapter 10 in Arnold Bennett's *How to Make the Best of Life*, published by Doran.

*Living versus Existence.* Chapter 8 in Benton MacKaye's *The New Exploration*, published by Harcourt, Brace.

*A History of the Freedom of Thought.* A book for the ages by J. B. Bury, published by Henry Holt.

*The Professional Education of Educators.* Chapter 27 in Ross L. Finney's *A Sociological Philosophy of Education*, published by Macmillan.

*The Teacher's Philosophy Out of School.* Part 2 of William DeWitt Hyde's *The Teacher's Philosophy in and Out of School*, published by Houghton Mifflin.

*The Enrichment of Human Life.* A list of references prepared by the Cleveland Public Library, *Journal of the National Education Association*, 19:64, January, 1930.

*The Use of Leisure.* An excellent discussion of today's conditions by a masterhand, Henry Suzzalo, the *Journal of the National Education Association*, 19:123-26, April, 1930.

*The Wise Use of Leisure.* By Francis W. Kirkham, an account of how a system of schools solved the problem, the *Journal of the National Education Association*, 19:138, May, 1930.

Reprinted from *The Journal of the National Education Association*.

## SCIENCE AND ADVENTURE IN NEW BOOKS FOR CHILDREN

Despite the sophistication commonly attributed to our modern youth there is still to be found among them a readiness for hero worship. Although each may prefer a different type of hero, no one is too old or too young to honor courage; everyone admires an adventurer. He is universally discussed, envied and read about. The spring offerings of new books for children attest to this common interest of youth.

In her new book, *Men Who Found Out*, addressed to the young reader of junior high school age, Amabel Williams-Ellis treats scientific research as a great adventure. Galileo, Pasteur, Darwin, Mme. Curie were explorers. Not satisfied to accept traditional theories unquestioningly, they set out to find the truth for themselves. The author emphasizes independent thinking, in each case, and encourages the reader to prove for himself the experiments described at the end of each chapter. Although the book concentrates on heightening curiosity, it also contains interesting biographical and scientific information.

Flying heroes seem to make the most popular appeal, claiming an almost disproportionate share of contemporary enthusiasm. Don Glassman's *Jump*, a recent collection of air adventures, gives the history of the parachute, explains its use, and tells the story of each member of the Caterpillar Club—eligibility to which society requires the saving of one's life by a parachute jump. The fact that these are true stories demands that the casualties as well as the triumphs be included, and results in an incidental estimate of the relative danger and safety of aviation at the present time. Each tale is written in the first person, which adds to its success—there is an incomparable thrill in the fact that "I" opened "my own" parachute, and that "I" jumped.

Two especially timely books concerned with polar explorations picture life at the extremities of the earth. The adolescent will enjoy the panorama of expeditions to be found in a new edition of J. Kennedy MacLean's *Heroes of the Farthest North and Farthest South*, revised and enlarged by Chelsea Fraser. Starting with the early and lonely journey of Othar, the Norwegian, and ending with the recent and well equipped party under Commander Byrd, the authors give chronological and brief accounts of each voyage. The routes are made clear by means of small maps, and the objectives, methods and hardships of the explorers interpreted

in terms of their ultimate results. The uncompromising facts are recorded without any attempt to gloss over hardship and suffering, but the data itself will challenge the spirit of boys and girls sufficiently mature to appreciate the chronicle. This book might well be followed by the more detailed and connected story of antarctic exploration, *The Last Continent of Adventure*, by Walter B. Hayward. Sources for this book include excerpts from journals written by the explorers, and these, together with beautiful descriptive passages and a series of exceptionally fine photographs, bring one into close contact with the daily life of the adventurers, and help to bridge the distance between our civilization and that on "the great white continent."

*More Heroes of Modern Adventure*, by T. C. Bridges and H. Hessel Tiltman, will be especially welcomed by boys and girls who have read the authors' first volume, *Heroes of Modern Adventure*. This new miscellany of adventure includes a wide variety of subject ranging from General Burke's attempt to climb Mt. Everest and Albert Schweitzer's effort to fight disease in the African jungle, to A. J. Villiers' race around Cape Horn in a "four-masted bark." The authors stress particularly the same quality of a single handed bravery in each adventurer.

Taken together, here are enough fine hero tales, of the past and recent past, to satisfy even the most rapacious seeker for vicarious adventure.

HELEN K. LIPPMANN, for the  
Children's Book Committee.

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*Men Who Found Out.* By Amabel Williams-Ellis.  
Coward-McCann, Inc. 1930. 259 pp. \$2.00.

*Jump.* By Don Glassman. Junior Literary Guild.  
1930. 322 pp. \$3.00.

*Heroes of the Farthest North and Farthest South.* By  
J. Kennedy MacLean and Chelsea Fraser. Thomas  
Y. Crowell Co. 1930 (revised). 472 pp. \$2.00.

*The Last Continent of Adventure.* By Walter B.  
Hayward. Junior Literary Guild. 1930. 339  
pp. \$3.00.

*More Heroes of Modern Adventure.* By T. C.  
Bridges and H. Hessel Tiltman. Little, Brown  
& Co. 1930. 266 pp. \$2.00.



## All in the Day's Work

(Continued from page 269)

say nothing of the boys) has given serious thought to this large field. The lack of allurements, which for many has shrouded teaching, certainly need not affect those with the teaching gift today, when education is open to new ways and methods. But "being able to swim" or "to learn Latin" does not assure that one has the ability to teach.

One who signs herself "An Anxious Girl" writes: "I am sixteen years old and a junior in high school. I should like to be a psychologist, but not an M.D. When I was ten, I was given an intelligence test in school and my IQ was 147. When I go to college I shall have to work for my clothes and tuition. What would you advise me to do?"

A student who has marked ability can probably get a scholarship. Anyone going into the psychological field, however, should recognize that it will mean at least six years of college work, as no psychologist has any standing without a Ph.D. The two things to be considered here suggest possibilities frequently overlooked. One has to do with the question of self-support. It is possible for a student to earn some money during vacations, but women students are not able to earn very much during the college term. It is a question whether in every case the game is worth

the candle. The other problem has to do with that much misunderstood symbol, the IQ. Intelligence can be measured with varying degrees of accuracy by tests. Granting accuracy of measurement and a high rating, it is not the only essential quality for success. Personality, emotional stability, physical health—these and others are at least equally important.

The sincerity and sympathy of the parents writing the next letter can be depended upon to leave their daughter's path open.

"We have a twelve-year-old daughter who is entering high school this next semester and is now planning what course to take in high school. We hope to be able to send her to college, so we said to take the college preparatory course.

"Our problem is this: She has said for several years that she is going to be a missionary to China. Although we feel she is rather young to make such a decided decision we have not discouraged it. We do not know just how to judge or know the most desirable qualities, and necessary preparation, both in religion and scholastic training, to fit one for this work.

"She seems to understand her Bible study thoroughly as can be expected for what she has done. She loves her Sunday school and Bible school work. Quotes more and knows more about the Bible and Bible times than any other youngster of her age that we know. At the same time she does equally well in her music of which she has had one year of piano lessons, and in elocution. We feel she has a talent for either or both of these.

"How can we help her to be sure that she is truly fitted to be a good missionary? Or will a thing like that take care of itself as she grows older and can look at things in a broader way?"

No one can decide at the age of twelve whether she is going to be a missionary. Like the desires of boys to be locomotive engineers or aviators, it may be a passing vocational daydream. She is too young for anyone to judge of her suitability for this work. It would seem wiser to let her grow unhampered. Interest in missionary work may be her way of expressing a desire to do good or a feeling of superiority which is common at this age. The whole question of the religious enthusiasm of adolescence enters in, too. It is quite important that not too much emphasis be put upon the fact that she has made a choice, and that no open attempt be made to try to make her change it. If she is really interested ultimately in work in China, there are many possibilities, including social service or educational work, as well as the purely evangelical

---

### "Mothers of Babies, Take Notice!"

May 12, 1930.

CHILD STUDY,

Dear Sirs:

Can I obtain a copy of CHILD STUDY for November, 1929? It should have been marked—"Mothers of Babies, Take Notice!" I wish I had seen it before my first child was eight months old, and saved him and myself many hard moments, and bad habits.

Now I want to send it to my sister and tell her to re-read it every month till her baby comes in November, and continue till its habits are settled.

Please help her and me!

Yours truly,

A CHILD STUDY Parent.

approach. Give her a rounded education and make it easy for her to change her mind with the assurance of sympathy and understanding.

Along with these, comes a special problem raised by a social worker. "Recently in doing work in a Negro college in the South, I was struck with the few vocations which seem to be open to educated Negro women. They are making supreme efforts and sacrifices for an education, yet are baffled as to which way to turn when they leave college. Many do not want to teach, their remark being, 'I may do as poor a job as was done in teaching me in my childhood.' They have a vague notion of wanting to do social work but know very little about openings or preparation needed."

Negro women interested in social work should consult the Joint Vocational Service or the American Association of Social Workers, who are familiar with the opportunities for the Negro in this field. The problem is of interest to many agencies devoted to developing opportunities for the Negro. This is one of the most difficult vocational problems. Every professional field is a difficult one for the Negro, and every individual who is interested in entering any specific field and has the qualifications for it probably recognizes the need for a struggle to make any advancement.

#### ALLOW FOR INDIVIDUAL DIFFERENCES

The relationship between vocation-seeking sons or daughters and their parents has always stood at the very crux of youth's cross-roads. Many young people seem to have a wheel on either track; only when the consequent tug-of-war becomes acute is it recognized as a "problem."

So often questions which seem to the participants wholly vocational are in reality not vocational at all but are the weak spots through which break unresolved family conflicts of one sort or another. Today we are beginning to be more acutely aware of the importance of the parent-child relationship and can begin to sense its part in connection with youth's choice.

From birth the mother of a young man wanted her only son (she has two daughters) to be a minister. He is full of life, has a good mind and wide interests. He has gone to church and Sunday school under compulsion but it is distasteful. He cannot free himself from his mother's purpose, but rebels against it. He is now wasting his time in his third year in college.

The boy should be given help in freeing himself so that he can make his own choice. The school counselor should work with the mother. It is horrible to think of anyone entering the ministry who is not whole hearted about it. Even so, college work is not necessarily wasted, as it may be valuable for whatever he

is going to do. Nothing will help him to stop "wasting his time" more than the opportunity and necessity to make his own choice. He should be encouraged to do so, even if it means "rebellion." But in all likelihood this extreme will not be necessary.

Another boy, seventeen, in the fifth term of high school, is doing just passing work in most of his studies. He is failing in Latin. He cannot decide what to choose as his vocation. His mother wants him to be a physician. She insists, however, that if he cannot be a physician she wants him to be "at least a teacher in high school." The past achievement of the boy does not count in her calculation, as she thinks the boy has not really been given a fair deal in school, and he will somehow get through with his studies.

The problem of this boy presents the very common aspect of the parent trying to fulfill his own aspirations through his children. How about the *boy's* choice? What are his real interests? What is his IQ? Has he any desire to become a physician? Certainly a boy should not train for medicine if he is not interested. Can the vocational counselor discover the boy's real interests and lay these before the mother? Here is a job to be done with the mother and not with the boy. The vocational counselor is not fulfilling his function if he is not primarily interested in helping the boy find *himself*.

A father has developed a successful neckwear business and is keen to have his son, a sophomore at college, prepare himself through business courses to participate in his business. His son, in an adolescent period of "sturm und drang," is philosophically inclined and very impractical. Should he be left to drift in his own uncertain course?

He is still young and may change his attitude as he gets older. Is it not possible to let him wait until his senior year to make a final decision about his future? Then if he goes into business, a business course after college is over may be possible. A college education is an asset, even if he should make some other choice of profession. He is never so likely to succeed in this or any other business if he is forced into it, and it may have a serious repercussion upon the way he manages his life as a whole. Let him try other things first. A varied work background, even if he decides to go into his father's business later, will be helpful.

#### THE COLLEGE QUESTION

This raises the whole issue of college education—which is so conspicuously taken for granted in practically all these cases. No one would attempt to minimize the real importance of "higher education" today. But do we not often attach to it an unreal importance? No diploma or degree is an infallible key to success



and for many the gain is questionably worth the struggle.

There are many others which, though simpler, are equally important and equally challenging to the adviser. The ones who have "no special problem" may be the very ones most in need of guidance.

A young man, nineteen, in the second year of college, is troubled about a choice of vocation. He just cannot decide what to prepare for. He does generally good work in his studies. His best marks are in German.

#### FUNDAMENTALS OF GUIDANCE

How would the vocational counselor approach such an "average" boy? He would begin by discussing the problem with the boy himself and trying to bring out the boy's own thinking. Even if he is not conscious of any vocational desires, he probably has certain capacities which would point in one direction rather than in another. The problem of the vocational counselor is to uncover these and to show the boy where, in the world of reality, he can put these to use with most satisfaction. Some of the questions which the vocational counselor would ask include:

First and foremost, *what does the boy himself want to do?*

What is his father's work?

What is his own attitude toward his father's work?

What has he done in school which might lead toward a vocational interest?

Has he had any opportunity to try various kinds of work during the summer?

Has he ever done any reading with the purpose of getting information about vocations?

With this information the vocational counselor would analyze the boy's record and do research in the field of practical opportunities for education along the suggested lines. He would also be prepared to inform the boy about the opportunities as to advancement and remuneration. He would then help the boy to make his own decision in the light of all this information. The leading ideas should at every point come from the boy himself.

The vocational counselor has been compared both to the physician and to the psychiatrist. The latter comparison is perhaps the more accurate. A doctor must make his prescriptions and effect his cures wholly out of his own knowledge, but the psychiatrist and the vocational counselor seek to lead out the individual's own personality and apply "prescriptions" worked out by the client from within himself. More and more the vocational counselor is joining forces with the mental hygiene counselor and is cooperating in guidance toward integrated living.

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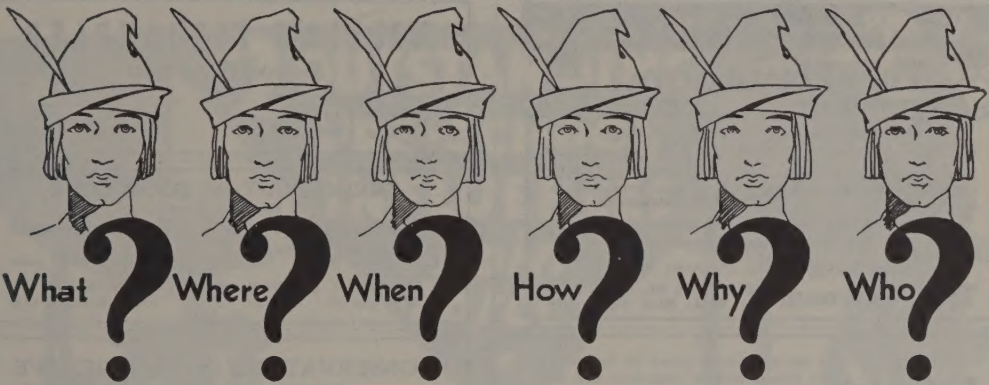
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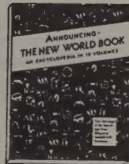
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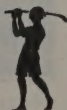
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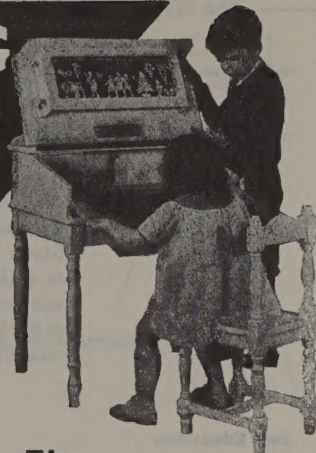
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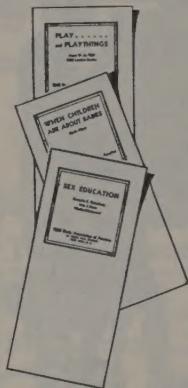
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